

Reading Planning Overview

We do not follow a fixed Reading scheme. Instead we map out knowledge goals and allow freedom of delivery. The difference is important. Schemes are rigid – *teach a certain lesson on a certain day as part of a cycle. Use a certain text irrespective of class interest or wider learning focus. Use a set pedagogy, irrespective of need or teacher ability.* This doesn't work for us.

We have a strong set of teachers with wide expertise and interest. They check delivery against needed and expected knowledge, and lessons are created linked to learning.

There is no expectation that wider reading happens on the same day, at the same time. Reading is interwoven through the curriculum so is delivered when most impactful, using whichever pedagogy or heutagogy suits. The exception is Phonics, and interventions, which due to systemic reasons, work better as fixed points. Everything else works on professional choice and dialogue. Our basis for Reading knowledge being delivered is decades of exceptional experience, wide literature review and our own action research.

As shown, our system works on 4 areas, which we believe encapsulate the aims and needs of our learners. These are the areas through which we group our activities. It gives a reference point to follow and shows how knowledge development progresses. Working backwards, we also have all relevant Reading goals grouped in these 4 areas, so the teaching team has the granularity needed to ensure full provision. All Reading knowledge references come from the National Curriculum and Standards. Our delivery reflects this, in a way that best suits our learners.

The Rights of our Readers

We believe that all our readers have the rights presented here. Reading is a life skill, but also a pleasure and something that should create opportunity, not stress.

The Rights of the Reader

by Daniel Pennac
illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



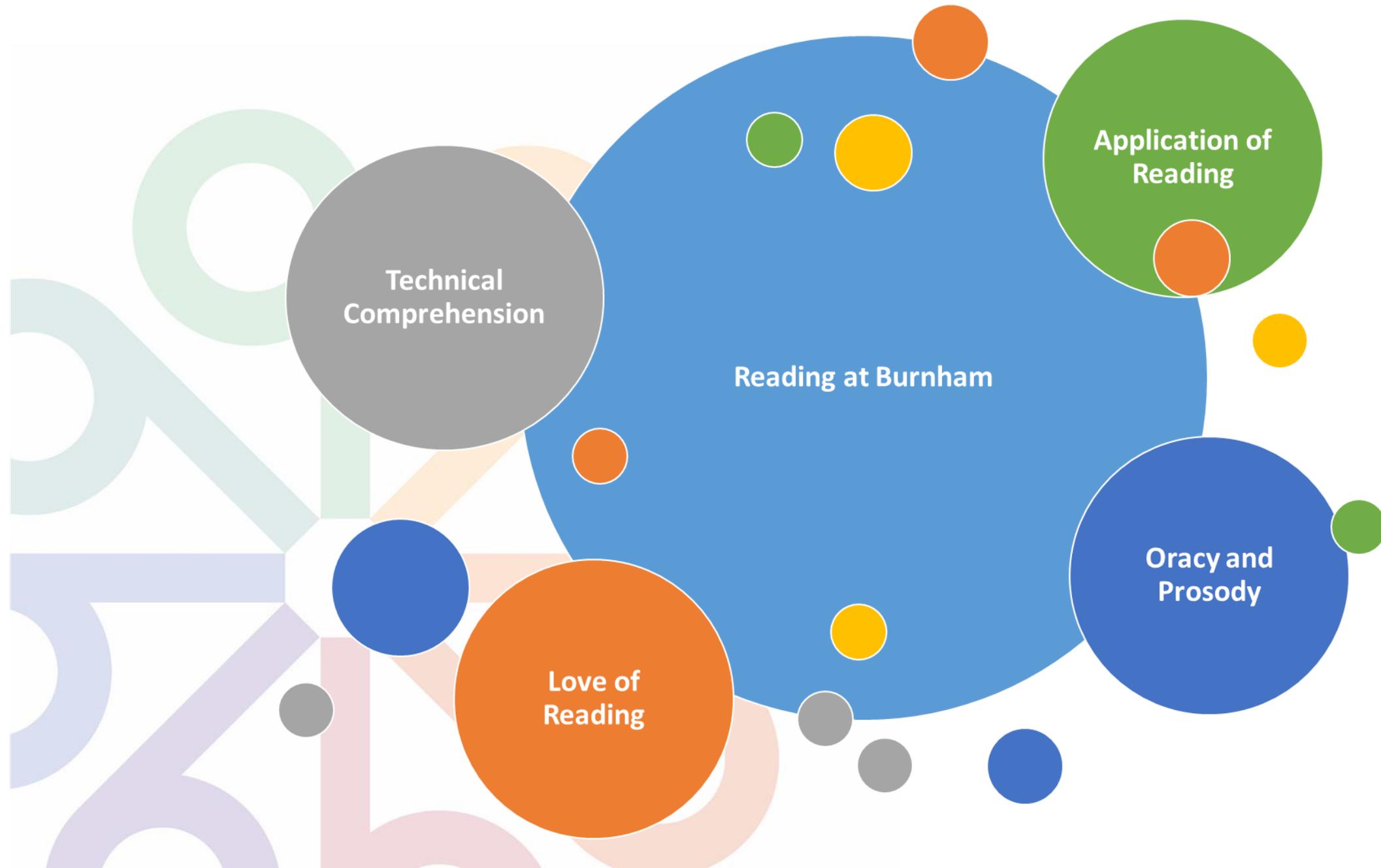
10 The right to be quiet.

10 rights - 1 warning
Don't make fun of people who don't read - or they never will.



Our 4 Elements of Reading

Reading and Comprehension are continual actions, not just the name of a session.



How Reading is delivered – Summary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Additional Delivery
Phonics	RWI – Daily, 30mins.	RWI – Daily, 40mins	RWI – 3x 40mins	RWI – 3x30mins support group	RWI – 3x30mins support group	RWI – 3x30mins support group	RWI – 3x30mins support group	Application, oracy and prosody across the week.
Technical Comprehension	RWI – Daily, 30mins. Reading / Discussion as carousel activity.	RWI – Daily, 30mins. Friday morning – comprehension carousel.	3x 20min weekly sessions of comprehension activities for those children who have met the RWI assessed criteria Fortnightly 45 min comprehension lessons during two week literacy block.	1hr technical comprehension lesson per week 2 x 15 minute comprehension fixes in early morning work 3x 15 minute comprehension interventions (lowest 20% focus)	1hr Technical comprehension lesson with cover teacher.	1hr technical comprehension lesson per week	1hr30mins technical comprehension per week for all children. 3hr after February HT to build to SATS Text posted on GCR to read twice a week - questions to discuss	IDL for those working towards expected standard. Post Phonics: Half-termly teacher assessments based on short comprehension task – CTs feedback to group and error correct. Termly formal assessments using NFER papers. Teachers use for error fix and extension.
Cross-curricular	Shared texts linked to curriculum area where applicable. Topic lessons include relevant texts.	Shared texts linked to curriculum area where applicable. 2 week build to writing includes text and authorial features. Topic lessons include relevant texts.	Shared texts linked to curriculum area where applicable. 2 week build to writing includes text and authorial features. Topic lessons include relevant texts.	Shared texts linked to curriculum area where applicable. 2 week build to writing includes text and authorial features. Topic lessons include relevant texts.	Shared texts linked to curriculum area where applicable. 2 week build to writing includes text and authorial features. Topic lessons include relevant texts.	Shared texts linked to curriculum area where applicable. 2 week build to writing includes text and authorial features. Topic lessons include relevant texts.	Shared texts linked to curriculum area where applicable. 2 week build to writing includes text and authorial features. Topic lessons include relevant texts.	Library being completed with specific topic sections to broaden availability of specific texts.
Oracy and Prosody	RWI – central to Phonics scheme Weekly Helicopter Stories Poetry baskets taught half termly Daily story telling/book reading	RWI – central to Phonics scheme Half-termly poetry (usually linked to current topic). Choral and echo recital. Attempted memorization. Daily book reading	RWI – for those working towards. Half-termly poetry. Choral and echo recital Daily book reading	RWI – for those working towards. Half-termly poetry. Choral and echo recital Daily book reading	RWI – for those working towards. Half-termly poetry. Choral and echo recital Daily book reading	RWI – for those working towards. Half-termly poetry. Choral and echo recital Daily book reading	RWI – for those working towards. Half-termly poetry. Choral and echo recital Daily book reading	All lessons provide opportunities for prosodic reading. Drama and Performance through English builds and hot seating, etc in topic lessons. Children read with an adult from EYFS to Year 4 a minimum of weekly. Pupil voice showed preference. Year 5,6 pupil voice expressed preference for self- (still perform in lessons)
Love of Reading / Mindfulness	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Reading books go home daily Reading areas Recommended books – reviews and discussion Reading for mindfulness time Jelly Bean Challenge	Story Assembly – prosodic read from team member with book discussion. KS1 and KS2 split. Reading Club – Whole KS2 book club. Relaxed environment for reading and discussion. Weekly.

Reading Assessment Methods

Phonics

EYFS: *Read, Write, Inc* Inline Assessment. Teacher assessed against ELG based on pupil evidence.

Year 1 Phonics Screening

Year 2:
Read, Write, Inc Inline Assessment

Year 2 Phonics Screening (those who didn't meet the expected standard in Year 1)

Year 3 up:
Phonics interventions (including *Fresh Start*). Inline Assessment. Reading Age for SEND

Text Comprehension

EYFS: Individual readers, discussion, teacher assessment against ELG.

Year 1: Individual readers, discussion, teacher assessment. *NFER* Reading test.

Year 2: Test papers and TA, then (optional) Reading SATs

Year 3-5: Half-termly TA. Termly formal exam (*NFER*).

Year 6: Rolling TA during first 2 terms. Then, Year 6 SATs.

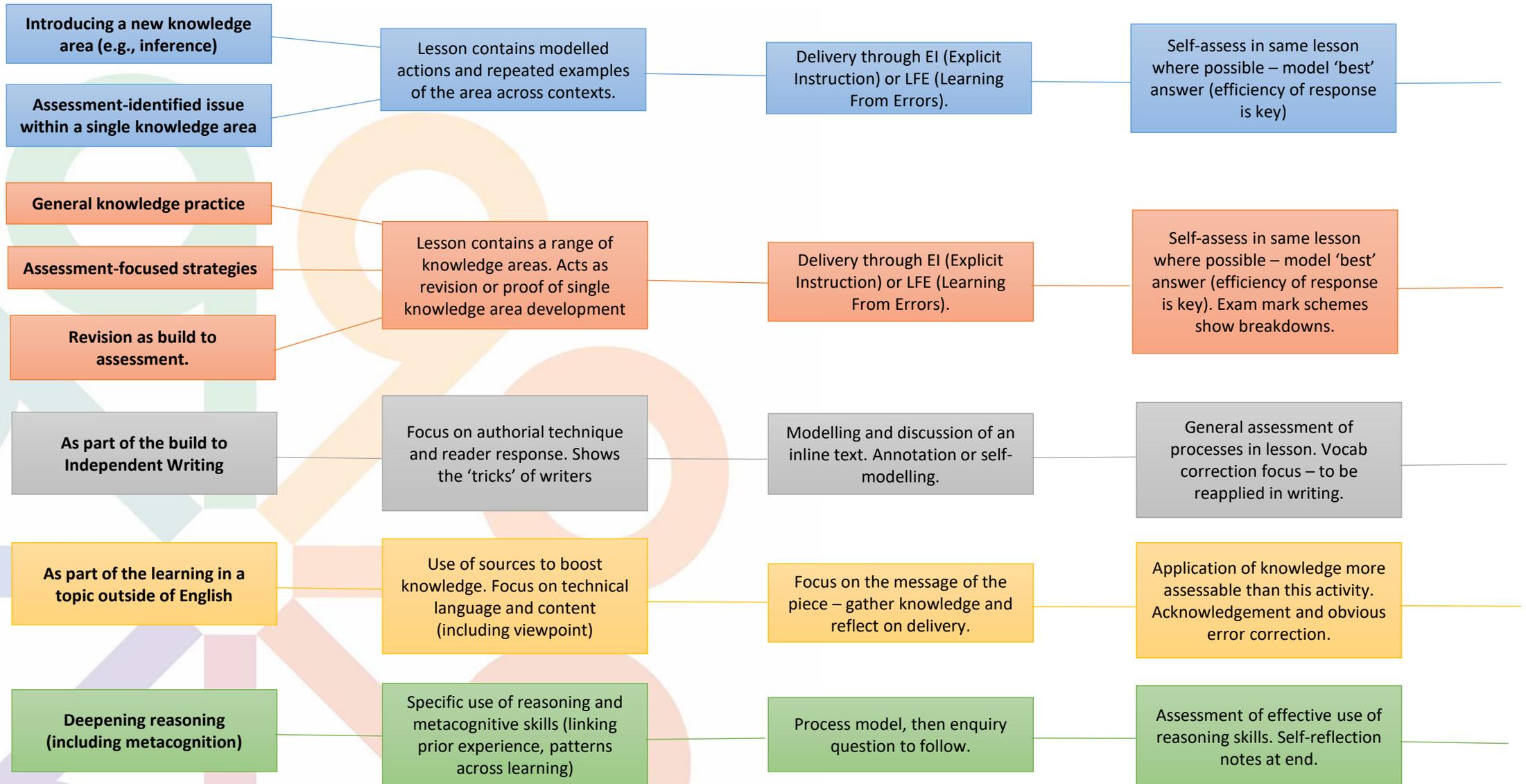
Additional Needs

Phonics Interventions (such as *Fresh Start*) assessed inline.

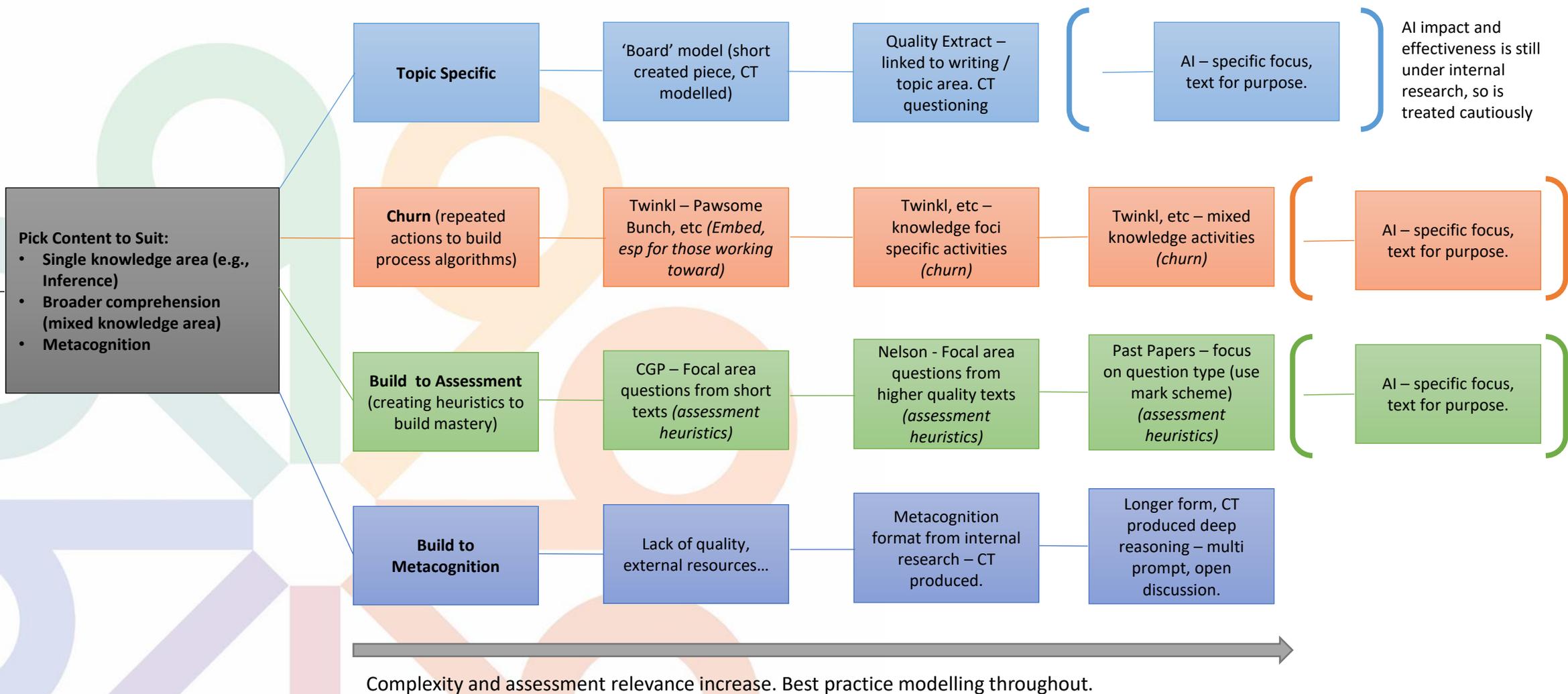
Reading Age testing

York assessment (*YARC*) of reading / comprehension age.

Choosing a Lesson Focus



Deciding on Resources



Delivery Terminology

Glossary:	
Algorithm	A step by step, repeatable process – in Comprehension, the fixed find / reason and respond format for questions. For example, <i>Who?</i> is answered with just the name for 1 mark.
Authorial Choice	The decisions that an author makes while creating a piece of work, such as what words to use, what themes to explore, and what story elements to include or exclude
Authorial Intent	What the author wants the reader to get from the text. The three overarching author purposes are <i>persuade</i> , <i>inform</i> , and <i>entertain</i> .
Churn	High usage rate of resources, often found in revision programmes. Focuses on repetition for pattern forming, not depth.
Comparing	Finding similarities and differences between information in a single, or set of texts
Deduction	' <i>Solving the clues</i> '. Starting with a premise and using this to create a conclusion. More fact-based than <i>Inference</i> . For example (think <i>Cluedo</i>), the police find a body in the library with a knife sticking out – the deduction is that they have been murdered. The inference is that someone really didn't like them.
Explicit Instruction (EI)	A teaching methodology based around reducing the scaffold at each step. Also known colloquially as ' <i>I do, you do, we do</i> ' to suggest the main action in each part.
Heuristics	A mental shortcut to a solution that has worked when solving similar problems in the past. This is based around known patterns. For example, we know that in the vast majority of exam paper narratives, a personal change, often shown by emotion, occurs. So we can give the learners a short cut like – " <i>If Claire is sad at the start, she will be happy by the end.</i> "
Inference	' <i>Finding the Clues</i> '. Starting with a conclusion and working backwards to the facts. For example (think <i>Cluedo</i>), the police find a body in the library with a knife sticking out – the deduction is that they have been murdered. The inference is that someone really didn't like them.
Learning from Errors (LFE)	A teaching methodology based around the direct addressing of failure in a previous attempt. This focuses on showing where misconceptions arise, how to spot, and how to avoid these in the future.
Mastery	A deep, long-term, secure and adaptable understanding of the subject.
Metacognition	' <i>Thinking about thinking</i> ' - an individual's ability to plan, monitor, evaluate, and make changes to their own learning behaviours in order to confront challenges more effectively. In Reading, a focus on how we work things out, to lead to heuristics.
Oracy	The ability to express oneself fluently and grammatically in speech.

Delivery Terminology

Glossary:	
Prediction	Using information from a text to say what will happen next. Mastery of this uses information from <i>Inference</i> and <i>Deduction</i> to help.
Prosody	Speaking effectively, for and to an audience - the patterns of stress and intonation in a language.
Retrieval work	Finding definite information in a text.
RWI	Read, Write, Inc – the school's phonics system
Semiotics	<i>Signs</i> and <i>symbols</i> used to communicate. Comprehension questions carry their own semiotic layer – key words (<i>the sign</i>) generate the same responses – <i>Who = a name; Where = a place; How = a process</i> . Children who shown mastery of Comprehension can identify and explain these symbols.
Summarising	Locating and sharing only the most important information in a text.
Vocabulary work	Knowing and explaining what words or phrases mean in context. Additional attention needed for non-contextual texts – different cultures and times periods. Also account for personal experience – <i>has this child actually been on a plane?</i>